



English Toolkit: Indicator 2.3.3

Student Handout: English: Indicator 2.3.3

Goal 2.0 Composing in a Variety of Modes

Expectation 2.3 The student will locate, retrieve, and use information from various sources to accomplish a purpose.

Indicator 2.3.3 The student will use a systematic process for recording and documenting information.

Assessment Limits:

Assessing the advantages, disadvantages, or limitations of sources of information (e.g., comprehensiveness, honesty, reliability, bias, accuracy, availability, variety, currency, multiple points of view)

Identifying information to include or exclude in a reference citation when using either traditional or electronic sources of information

Determining information that should be documented

Public Release - Selected Response Item - Released in 2009

English Indicator 2.3.3

Saeed is writing an essay about keeping the Chesapeake Bay clean. The [draft of Saeed's essay](#) requires revisions and edits. Read the draft. Then answer the following item.

Which sentence uses information that requires documentation of a source?

- A. Sentence 1
- B. Sentence 6
- C. Sentence 12
- D. Sentence 14

Correct Answer

- B. Sentence 6

Item

Saeed is writing an essay about keeping the Chesapeake Bay clean. The [draft of Saeed's essay](#) requires revisions and edits. Read the draft. Then answer the following item.

Which sentence uses information that requires documentation of a source?

- A. Sentence 1
- B. Sentence 6
- C. Sentence 12
- D. Sentence 14

Handouts

Save the Bay

¹The Chesapeake Bay is not just a beautiful body of water where boats sail and people congregate. ²The Bay, perhaps Maryland's greatest natural resource, is also home to some of the state's most amazing aquatic life. ³Decades of pollution and neglect, however, have led to the endangerment of these plants and animals. ⁴If we want these treasures around for future generations, we must vow today to protect the Chesapeake Bay waters.

⁵Every time we allow unnatural substances to enter the Bay, we reduce our grandchildren's chances of seeing the wildlife we enjoy. ⁶For example, from 1990 through 1992, 600 million pounds of nitrogen entered Chesapeake Bay from nine rivers. ⁷Other toxic materials like fertilizer and used automobile oil harms the underwater grasses in the Bay. ⁸These grasses can disappear, and aquatic animals cannot survive.

⁹Many opportunities to help save the animals that are being harmed by pollution exist. ¹⁰People can use their free time cleaning pollution from the water, they can write letters urging their local representatives to keep companies from polluting the Bay. ¹¹Maryland drivers can even purchase special "Save the Bay" license plates. ¹²A portion of the money the state earns for these plates is donated to a variety of conservation programs.

¹³No matter how you choose to show your support for the Chesapeake Bay, you must act immediately. ¹⁴Ensuring that our aquatic life survives for future generations to enjoy is each Marylander's responsibility.
